DOCUMENT RESUME

ED 277 192 EC 191 398

AUTHOR Beveridge-Wavering, Agnes; Seibert-Shook, Mavis
TITLE Reinforcing Home Activities: Program for Articulation Improvement. Third Edition.
REPORT NO ISBN-0-8134-2615-4
PUB DATE 86
NOTE 51p.
AVAILABLE FROM Interstate Printers and Pubs., Inc., Jackson at Van Buren, Danville, IL 61832 ($10.95, quantity discount available).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Articulation Impairments; Elementary Education; *Homework; *Learning Activities; *Parent Participation; Parent Role; Positive Reinforcement; Sequential Learning; Speech Skills; *Speech Therapy

ABSTRACT

Intended to aid speech-language pathologists in providing sequential, meaningful take-home assignments for articulation-impaired elementary school students, this book lists 95 activities which promote parent involvement in articulation-task learning. Each of the 95 activities (65 for non-readers and 34 for readers) is written on a slip which children take home and parents sign when the task is completed. Many of the activities involve parents in such ways as children telling parents stories using a certain sound, or parents reading words with certain sounds that children must use correctly in a full sentence. The major goal of the activities is to bring about the consistent correct use of specific sounds in speech. A section with supplementary materials contains a letter to the parents, an accomplishment chart, speech contracts, good work awards, teacher evaluation forms, a speech diploma, and bulletin board suggestions. (CB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED277192

# REINFORCING HOME ACTIVITIES:

## Program for Articulation Improvement

by
Agnes Beveridge-Wavering
Mavis Seibert-Shook

IPP
THE INTERSTATE PRINTERS & PUBLISHERS, INC.
Danville, Illinois

EC191398

PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Ronald L. Inc Daniel
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THIRD EDITION

**Copyright © 1986 by**
**The Interstate Printers & Publishers, Inc.**

All Rights Reserved / Prior Editions: 1979, 1981
Printed in U.S.A.

**Permission is hereby given**
**to the individual speech-language pathologist**
**purchasing this book**
**to reproduce the pages**
**for non-profit educational use.**
**Reproduction for any other purpose,**
**including resale, is prohibited.**

**With special thanks to artists**
**Geri Beveridge and Jeannie Mitchell**

**Gratefully dedicated to**
**C. J. and Bill Anderson and**
**Lloyd Mosley**

ISBN 0-8134-2615-4

1 2 3
4 5 6
7 8 9

## Purpose

**Reinforcing Home Activities (RHA): Program for Articulation Improvement** is intended to aid the speech-language pathologist in providing *sequential, meaningful* take-home assignments for the articulation-defective child. The activities are broad in scope and emphasize a variety of skills, including auditory discrimination of the defective sound, production of the sound in very simple segments, and production in a spontaneous situation. The carry-home work in this publication is varied and fresh and is stimulating to most children. Most of the assignments can be adapted to any defective consonant sound and can be used according to the discretion of the speech-language pathologist.

The principal goal or overall objective of **Reinforcing Home Activities** is to help bring about the consistent use of the correct sound in *conversational speech in all situations.*

Another primary objective is to promote **parent involvement** in articulation-task learning, which can be beneficial and supportive to the child's speech progress. Through the use of the **RHA** program, (1) the clinician can check on the completion of home speech assignments, (2) parents can assume a responsible role in supervising the completion of home assignments, and (3) parents can positively reinforce the child's efforts toward good speech habits.

## Use of the RHA Program

The **RHA** slips provide an easy method of giving carry-home work assignments to the articulation-defective child. These slips can be used in numerous ways to stimulate children enrolled in articulation correction, especially those seen in a public school setting.

- The speech-language pathologist must be certain about the level of achievement a particular child has reached in the learning of the error sound. **Reinforcing Home Activities: Program for Articulation Improvement** follows a sequence from rather uncomplicated sound discrimination work to the more difficult use of the sound in conversation. Specific assignments, thus, must be chosen carefully and sent home by the speech-language pathologist. Each activity page contains four lessons that can be duplicated, separated, and sent home individually. They are given to a child when it is believed that a particular speech and/or listening task can be performed successfully by the child in the home environment. Some speech-language pathologists find that students are quite enthusiastic about "speech assignment books." Therefore, the clinicians have duplicated and bound entire sections of the **RHA** program into a booklet form that is conveniently carried home every night and returned with selected assignments completed.

- The speech-language pathologist must note that some of the **RHA** materials may be more suitable for the *primary child* or the *non-reader,* while others may be more stimulating to the *older elementary child who reads fluently.*

- Because of the vital role that parents have in the **RHA** program, the authors recommend that the clinician have a conference with the parents concerning their participation in the home articulation-improvement work. (A letter to the parents, with a brief summary of the goals of the program, is included in this publication.)

  At this conference the clinician should inform the parents about the significance of positive reinforcement when working with the child. It should also be

noted that in the use of the **RHA** practice material a parent or listener signature is required as each home task is completed. *(In cases where parent cooperation is unobtainable, the parent signature can be omitted according to the clinician's discretion.)* The authors have found that this program is even more beneficial if the *parents,* the *clinician,* and the *child* participate *together* in one or more remedial sessions prior to the initiation of the **RHA** program.

- Because each child progresses at a different rate in each learning situation, the clinician must be flexible in the use of this book. The materials are intended to be *suggestive,* not prescriptive. In some instances, for example, the practice word list must be supplied by the speech-language pathologist.

- Several speech activity slips have been left *blank* so that the creative speech-language pathologist can write even more specific speech activities if necessary.

- The clinician can easily keep a record of the child's progress by using the **RHA** accomplishment chart, which appears in the final section of this book.

- Also included in this **RHA** duplicating book are other exciting ideas to motivate children. These supplementary materials include *good-work awards, speech contracts,* and a *speech diploma,* as well as *evaluation forms for the classroom teacher. In addition, the speech-language pathologist may wish to devise his/her own reward system for the child who successfully completes home assignments.*

- Ideas for correlating the take-home tasks with refreshing *bulletin boards* are also included in this publication. **Reinforcing Home Activities** slips can be placed below the characters on a bulletin board and used to stimulate further the children enrolled in speech-language services.

This book has been designed so that individual pages can be removed easily for duplication purposes and then be reinserted into their proper locations. The **RHA** slips and supplementary materials are printed on one side of the sheet only so that they can be reproduced on almost any copying machine.

All this . . . to help in the development of an *efficient, complete,* and *effective* articulation program.

1

Find five pictures of things with the _____ sound in their names. Look in magazines or newspapers to find these pictures. Cut the pictures out, and bring them to class.

*Parent signature* _____

---

2

Find three things with the _____ sound in their names. Bring these objects to class.

*Parent signature* _____

---

3

Draw five pictures of things with the _____ sound in their names. Bring them to class.

*Parent signature* _____

---

4

Raise your hand when you hear your parent say the _____ sound.

*(Parent: Say a number of sounds by themselves, including your child's special sound, the _____ sound. The child must raise one hand whenever he/she hears you say the _____ sound. Praise good listening.)*

*Parent signature* _____

5

Listen to your parent say fifteen words—some that have your sound in them and some that do not have your sound. Raise your hand every time you hear the _____ sound in a word.

*Parent signature* _____

6

Listen to your parent say words with the _____ sound. If your sound is said correctly, point to the happy face. If your sound is not said correctly, point to the sad face.

*(Parent: Randomly say the _____ sound correctly and incorrectly.)*

*Parent signature* _____

7

Listen to your parent say ten words containing the _____ sound. Indicate the position of your sound in each word by pointing to the engine (beginning), the middle car (middle), or the caboose (end).

*Parent signature* _____

8

Repeat the _____ sound after your parent ten times.

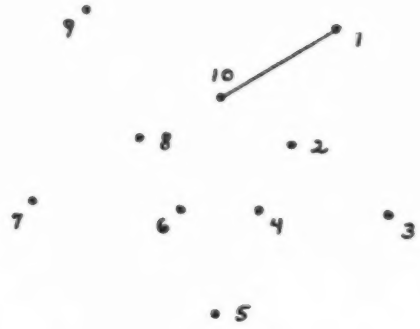
*Parent signature* _____

Say the _____ sound ten times in the house and ten times in the car or outside.

*Parent signature* _____

---





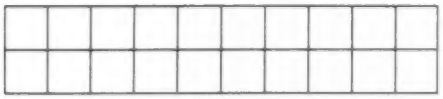

Say your sound as you connect the dots. Your parent must hear only good _____ sounds.

*Parent signature* _____

---



Put an X in one of the boxes every time you say a good _____ sound.



*Parent signature* _____

---



Repeat these silly words after your parent three times:

a , e , i , o , u

*(Clinician adds the child's special sound initially or finally to form nonsense syllables.)*



*Parent signature* _____

13

Repeat these silly words after your parent three times:

a__a__, e__e__, i__i__, o__o__, u__u__

*(Clinician fills in the child's special sound to form nonsense words.)*

*(Parent: Please circle the words said correctly.)*

*Parent signature* _____

---

14

Use this nonsense syllable instead of the words to the "Happy Birthday Song": _____. Remember, do not use the real words; use just _____. Sing the song to your parent.

*Parent signature* _____

---

15

Use this nonsense syllable instead of the words to "Jingle Bells" and "Twinkle, Twinkle, Little Star": _____. Remember, do not use the real words when you sing the songs; use only _____. Sing the songs to your parent.

*Parent signature* _____

---

16

Repeat the following words after your parent three times. Use correct _____ sounds.

_____ _____ _____

_____ _____ _____

*(Clinician fills in words having the child's special sound.)*



*Parent signature* _____

17

Repeat the following words after your parent four times. Be sure to use correct _____ sounds.

_____ _____ _____ _____

*(Clinician fills in words having the child's special sound.)*

*Parent signature* _____

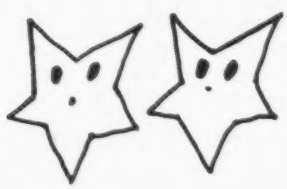
18

Draw five things whose names begin with the _____ sound. Say the name of each picture to your parent.

*Parent signature* _____

19

Name seven things in your home that begin with the _____ sound. If you said your sound correctly, finish the faces below.



*Parent signature* _____

20

Think of ten words that begin with the _____ sound. Say each word twice.



*Parent signature* _____

21

Name five things inside and five things outside that end with the _____ sound.
Draw five of these things. Say them two times using good _____ sounds.

*Parent signature* _____

---

22

Think of fifteen words that end with the _____ sound. Say each word twice. Add a gumball for every word you say correctly.

*Parent signature* _____

---

Repeat these words twice after your parent. Say the _____ sound correctly.

23

| Foods | Names | Places | Actions |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

*(Clinician adds the words.)*

*Parent signature* _____

---

24

Repeat these phrases after your parent:

a _____ two _____ the _____

the _____ a _____ two _____

*(Clinician adds the words.)*



*Parent signature* _____

25

Say each of these phrases twice after your parent:

_____ _____

_____ _____ _____

*(Clinician writes the phrases.)*

*Parent signature* _____

---

Repeat these sentences after your parent: 26

Come _____. Take _____. Make _____.

Go _____. Look _____. Be _____.

Don't _____. Find _____. Eat _____.

*(Clinician fills in blanks.)*

*Parent signature* _____

---

Repeat these sentences after your parent, using good _____ sounds: 27

_____ _____ _____

_____ _____ _____

_____ _____

*(Clinician fills in sentences.)*

*Parent signature* _____

---

Repeat these questions after your parent: 28

_____? _____?

_____? _____?

_____? _____?

*(Clinician supplies questions.)*



*Parent signature* _____

29

Name three things to eat or drink that have the _____ sound in their name. Also name three numbers, three places, three actions, and three animals that have your sound in their name.

*Parent signature* _____

---

30

Name three T.V. shows that have the _____ sound in their title. Name three boys, three girls, three body parts, three vehicles, and three toys with your sound. Be sure to use correct _____ sounds.

*Parent signature* _____

---

31

Take pictures home. Make up a short sentence about each picture. For example: I see a _____. I have a _____.

*(Clinician supplies ditto or worksheet.)*

*Parent signature* _____

---

32

Take pictures home. Make up a long sentence about each picture.

*(Clinician supplies ditto or worksheet.)*



*Parent signature* _____

33

Take pictures home. Make up a silly sentence about each picture. For example: I eat soap.

*(Clinician supplies ditto or worksheet.)*

*Parent signature* _____

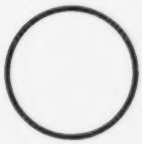
---

34

Take pictures home. Tell two things about each picture. Use complete sentences.

*(Clinician supplies ditto or worksheet.)*

If you remembered to use correct _____ sounds, draw a smiley face in the circle.



*Parent signature* _____

---

35

Draw four things with the _____ sound. Make up a silly story about the pictures. If you remembered to use your sound correctly, finish the smiley faces below.

*Parent signature* _____

---

36

Listen carefully. Your parent will read each of the following words. You will make up a sentence with each word using correct _____ sounds.

| | | |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

*(Clinician supplies words.)*



*Parent signature* _____

37

Cut out a picture from a newspaper or a magazine, and tell a story about it. Use at least seven sentences for your story. Your parent will put an X in one of the boxes every time you say a correct _____ sound.

*Parent signature* _____

38

Look at each picture, and say four sentences about it as fast as you can. The time limit for each picture is eleven seconds.

*(Clinician provides pictures with the child's sound.)*

*Parent signature* _____

39

Say two nursery rhymes, using good _____ sounds. Here are the names of the rhymes:
_____ and _____.

*Parent signature* _____

40

Sing two songs, using good _____ sounds. The names of your songs are
_____ and _____.



*Parent signature* _____

41

Parent: Ask your child ten questions about himself/herself or about things the child likes to do. The child's answers should be complete sentences. Whenever you hear a correct _____ sound, put a check mark on this paper. How many check marks did your child get? _____

*Parent signature* _____

---

42

Tell about each room in your house. Use at least seven good sentences. Say your _____ sounds correctly.

*Parent signature* _____

---

43

Tell everything you can think of about pets/animals. Use at least seven good sentences when you do this.

Did you say the _____ sound correctly? Yes _____ No _____ Sometimes _____

*Parent signature* _____

---

44

Describe four animals (one at a time), using good _____ sounds. Your parent must guess the name of each animal you are talking about.



*Parent signature* _____

45

Tell what happens at Easter and at Christmas or Hanukkah. Then tell what happens on Thanksgiving, the Fourth of July, and Valentine's Day. Use the _____ sound correctly in at least fifteen sentences. Your parent will put an X in one of the boxes every time you say a correct _____ sound. Make sure that all the boxes are filled.

*Parent signature* _____

---

46

Talk about what happens in the spring, summer, fall, and winter. Your parent will put an X in one of the boxes every time you use a correct _____ sound. Make sure all the boxes are filled.

*Parent signature* _____

---

47

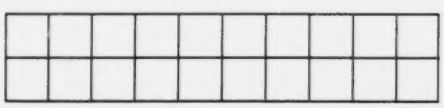
Talk about everyone in your family. Tell what everyone looks like, what he/she likes to eat or do, etc. Your parent will put an X in one of the boxes every time you use a good _____ sound.

*Parent signature* _____

---

48

Talk about your neighborhood, your school, and your favorite places in your town. Your parent will put an X in one of the boxes every time you use a correct _____ sound. Remember, all the boxes have to be filled.





*Parent signature* _____

49

Talk to your mother or father about a T.V. show or a movie for two minutes, using good _____ sounds.

*Parent signature* _____

---

50

Tell about three jobs that you would like to have when you get older. Tell about three jobs that you would not like to have. Use at least ten sentences. Say good _____ sounds.

*Parent signature* _____

---

51

Tell how to play these games or sports: _____.
Your parent will put an X in one of the boxes every time you use a good _____ sound.

*Parent signature* _____

---

52

Tell a story that you know well, such as a fairy tale or a story from a library or reading book. Talk for at least two minutes about the story, using good _____ sounds.



*Parent signature* _____

53

Tell how you would make these five things. Talk a lot. Use good _____ sounds.

a doghouse or birdhouse　　a garden　　cookies
your favorite sandwich　　pizza

*Parent signature* _____

---

54

Tell how you would make these five things. Be sure to use good _____ sounds.

a model airplane or car　　some popcorn　　a banana split
scrambled eggs and bacon　　a sack lunch

*Parent signature* _____

---

55

Talk a lot, and tell how you would (a) get the house ready for a birthday party, (b) get the house and yourself ready for a Halloween party, (c) give a dog a bath, and (d) catch a fish. Use good _____ sounds.

*Parent signature* _____

---

56

Listen to your parent tell about something that happened to him/her. Tell your parent's story back in your own words, using good _____ sounds.

*(Parent: Put an X in one of the boxes every time you hear your child use a correct _____ sound.)*

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |

*Parent signature* _____

57

Talk a lot, and tell how you would get ready for (a) a picnic, (b) a camping trip in the forest, and (c) a long vacation by the beach. Use correct _____ sounds.

*Parent signature* _____

---

58

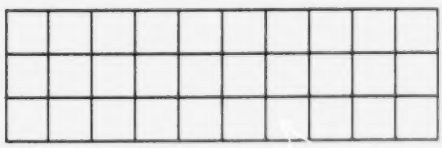
Talk about some things that happened to you in the past or about things that happened to you when you were younger. (For example, you could tell about a trip to the fair, a vacation, or a time when you got hurt or won a prize.) Talk for at least three minutes. Your parent will put an X in one of the boxes every time you use a correct _____ sound. Make sure all the boxes are filled in.

*Parent signature* _____

---

59

Talk for four minutes about the rules at school, at home, at a store, in a car. Talk about what happens when the rules are not obeyed in each place. Use good _____ sounds. Your parent will put an X in one of the boxes every time you use a correct _____ sound. Make sure all the boxes are filled in.



*Parent signature* _____

---

60

Use good _____ sounds during one meal at home.

*Parent signature* _____

61

Use good _____ sounds during two meals at home.

*Parent signature* _____

---

62

Talk to three different family members or friends. Use good _____ sounds when you talk to each person.

_____ _____ _____

*Signature 1st listener* *Signature 2nd listener* *Signature 3rd listener*

---

63

Use good speech all evening long.
Did you say your _____ sound correctly? Yes _____ No _____ Sometimes _____

*Parent signature* _____

---

64

Use good speech all day long.
Did you say your _____ sound correctly? Yes _____ No _____ Sometimes _____

*Parent signature* _____

Special Speech Activity: 65

*(Clinician fills out this activity.)*

*Parent signature* _____

---

Special Speech Activity: 66

*(Clinician fills out this activity.)*

*Parent signature* _____

---

Special Speech Activity: 67

*(Clinician fills out this activity.)*

*Parent signature* _____

---

Special Speech Activity: 68

*(Clinician fills out this activity.)*

*Parent signature* _____

69

Write _____ twenty times, saying your sound correctly as you write.

*Parent signature* _____

---

70

Put _____ in each blank. Read each silly word out loud two times.

| | | | | |
|---|---|---|---|---|
| _____a; | _____e; | _____i; | _____o; | _____u |
| a_____; | e_____; | i_____; | o_____; | u_____ |
| a_____a; | e_____e; | i_____i; | o_____o; | u_____u |

*Parent signature* _____

---

71

Write and say seven words that begin with the _____ sound.

_____ _____ _____ _____

_____ _____ _____

*Parent signature* _____

---

72

Write and say seven words that end with the _____ sound.

_____ _____ _____ _____

_____ _____ _____

*Parent signature* _____

73

Write seven words with the _____ sound in the middle. Say each word two times.

_____ _____ _____ _____

_____ _____ _____

*Parent signature* _____

---

74

As you listen to a T.V. show, write down ten words you hear that have the _____ sound. Read them twice out loud.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

*Parent signature* _____

---

75

Find ten words in your reading book that have the _____ sound. Write them below, and then read them to someone.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

*Parent signature* _____

---

76

Listen to your family talking. Write down ten words you hear that have the _____ sound. Read them to someone.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

*Parent signature* _____

77

Write ten words that have the _____ sound. Read them to one listener at home and one listener at school.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____

*Signature 1st listener* *Signature 2nd listener*

---

78

You need additional practice on these difficult words.
Read them ten times, using correct _____ sounds.

_____ _____ _____

_____ _____ _____

*(Clinician fills in words.)*

*Parent signature* _____

---

Fill in the blanks with words that have the _____ sound in them. 79
Read the phrases twice to someone at home.

red _____ one _____ _____
that _____ two _____
blue _____ nice _____
what _____ cold _____

*Parent signature* _____

---

Fill in the blanks with words that have the _____ sound in them. 80
Read the phrases twice to someone at home.

a _____ the _____
big _____ fat _____
little _____ hot _____
four _____ some _____

*Parent signature* _____

Complete these sentences with words that have the _____ sound in them. Read the sentences out loud. 81

It is _____.
She said _____.
Come _____.
Take _____.
Make _____.
He said _____.
I have _____.
He has _____.
Who is _____?
I am _____.

*Parent signature* _____

---

82

Write sentences with these words. Then read the sentences aloud to someone, using correct _____ sounds.

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

*(Clinician fills in words.)*

*Parent signature* _____

---

Complete these sentences with words that have the _____ sound in them. Read the sentences out loud. Say your sound correctly. 83

I think _____.
Where is _____?
This is _____.
I want _____.
I like _____.
Never _____.
Is she _____?
I found _____.
Go _____.
Stop _____.
Look _____.
I see _____.

*Parent signature* _____

---

84

Write five words with your sound. Say four sentences with each word as fast as you can. The time limit for saying the four sentences is eleven seconds. Be sure you always use correct _____ sounds.

_____ _____ _____ _____ _____

*Parent signature* _____

85

Read one page of a book aloud, using good _____ sounds. Your parent will put an X in one of the boxes every time you say your sound correctly.

*Parent signature* _____

86

Read two pages of a book aloud, using correct _____ sounds. Place an X in one of the boxes every time you hear yourself say a good _____ sound.

*Parent signature* _____

87

Read aloud for two minutes, using correct _____ sounds.

*Parent signature* _____

88

Cut out some cartoons or a story from the newspaper. Read to someone, using correct _____ sounds.

*Parent signature* _____

89

Read aloud from a book or newspaper for two minutes. Make two mistakes when saying the _____ sound in two words. Your listener must catch your mistakes. You must then repeat the words correctly.

*Parent signature* _____

---

90

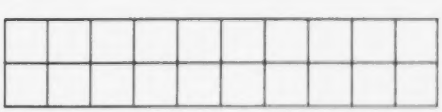
Read aloud for four minutes, using good _____ sounds. Your parent will put an X in one of the boxes every time you use a correct _____ sound. Keep reading until all the boxes are filled in.

*Parent signature* _____

---

91

Read a short story to yourself. Then tell this story in your own words to your parent. Your parent will put an X in one of the boxes every time you use a good _____ sound.



*Parent signature* _____

---

92

Read a short story or several paragraphs to someone. The listener will then ask you four questions about what you have read. You must answer these questions in complete sentences, using good _____ sounds.

*Parent signature* _____

93

Cut out a picture. Write a story about the picture. Read the story to someone. Use good _____ sounds.

*Parent signature* _____

---

94

Make up a short story, using these words.
Tell the story to someone. Use good _____ sounds.

_____ _____ _____ _____

_____ _____ _____ _____

*(Clinician fills in words.)*

*Parent signature* _____

---

95

Make up a silly story, using these words.
Tell the story to someone. Use good _____ sounds.

_____ _____ _____ _____

_____ _____ _____ _____

*(Clinician fills in words.)*

*Parent signature* _____

---

96

Read aloud for three minutes. Raise your hand every time you say a good _____ sound.

*Parent signature* _____

97

Write the names of four teachers or friends below. Describe and talk about these people for four minutes, using good _____ sounds.

_____ _____ _____ _____

*Parent signature* _____

---

98

Make a list of things that you know about and like to talk about. Discuss these things, using good _____ sounds.

_____ _____ _____

_____ _____ _____

*Parent signature* _____

---

99

_____ read out loud for _____ minutes from this book: _____. He/she used good _____ sounds.

*Parent signature* _____

---

100

_____ read _____ pages out loud from this book: _____. He/she used correct _____ sounds while reading.

*Parent signature* _____

101

Write a letter to a friend or relative. Before you mail it, read it to someone, using good _____ sounds.

*Parent signature* _____

---

102

Write the name of someone you will call on the telephone: _____.
Make the call. If you used correct _____ sounds when talking to that person, sign your name under your parent's name.

*Parent signature* _____

*Child signature* _____

---

103

Talk for two minutes about seven things that make you happy and seven things that bother you. Place an X in a box every time you use a correct _____ sound.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |

*Parent signature* _____

---

104

Talk about five possible Halloween disguises and describe each in detail. Use correct _____ sounds when speaking.

*Parent signature* _____

105

Tell how to do at least four of the following: (a) make a go-cart, (b) make a movie, (c) decorate the house for Christmas or get ready for Hanukkah, (d) fix lunch for the entire family, (e) make doll clothes, (f) clean the whole house, (g) get an A in math, (h) draw a cat and a dog, (i) save for a ten-speed bike. Use good _____ sounds when speaking.

*Parent signature* _____

---

106

Talk for at least three minutes and tell all you know about four of the following: (a) a plane ride, (b) the lottery, (c) Superman or Supergirl, (d) werewolves and vampires, (e) sharks and whales, (f) computer games, (g) all the jobs that need to be done at your house, (h) card games, (i) singers and rock groups. Did you remember to use correct _____ sounds?

*Parent signature* _____

---

107

Talk about what you would do if you won the following: (a) a car, (b) an elephant, (c) a year's supply of dog food, (d) a robot, (e) an island, (f) a magic carpet. Use good _____ sounds when talking.

*Parent signature* _____

---

108

Talk for at least three minutes. Persuade your listener to like your favorite movie; candy bar; cereal or rock group; and record or restaurant.

*Parent signature* _____

109

Talk for at least four minutes about your life history. Give all the details that you can remember. Use correct sounds.

*Parent signature* _____

---

110

Talk for at least four minutes and give an advertisement/commercial for any or all the following: (a) your favorite T.V. show, (b) your favorite T.V. game show, (c) your favorite toothpaste, (d) your favorite ice cream store, (e) your favorite team or car, (f) your favorite star. Use correct _____ sounds.

*Parent signature* _____

---

111

Give clear directions to your best friend's house, your favorite restaurant, your school, the nearest shopping center, and your church or place of worship. Use correct _____ sounds when speaking.

*Parent signature* _____

---

112

Explain these proverbs to your listener, using correct sounds.

Two heads are better than one.
Some things money can't buy.
Haste makes waste.
Practice makes perfect.
Many hands make light work.
Honesty is the best policy.
A penny saved is a penny earned.

*Parent signature* _____

113

Pretend you are a reporter and ask at least ten questions of your parent/listener. (Some possible questions might be about his/her favorite things, wishes, hobbies, favorite places to visit, past history, etc.) After listening to all the information, summarize what you have learned, using good _____ sounds.

*Parent signature* _____

---

114

Have your parent or listener give you an object, such as a stuffed animal, trophy, flashlight, wallet, calendar, "magic" lamp, camera. Use your imagination and make up a creative story about the object. Be sure to use correct sounds when telling the story. (You may want to bring the object to speech-language class and share the story again.)

*Parent signature* _____

---

115

Have your listener give you some photographs. Use your imagination and create a story about what is in the photographs. Talk for at least three minutes and use correct sounds. (You may want to bring the photographs to speech-language class and share your story at school.)

*Parent signature* _____

---

116

Select one or more of the following groups of words and create a story using the words. Use your best sounds when speaking.

(1) robot spaceship Fourth of July
(2) Supergirl mad scientist dog named Jethro
(3) Disneyland police officer Keith Jackson

*Parent signature* _____

117

Create a story about yourself going backward or forward in time. Talk for at least four minutes and use correct sounds.

*Parent signature* _____

---

Special Speech Activity: 118

*(Clinician fills out this activity.)*

*Parent signature* _____

---

Special Speech Activity: 119

*(Clinician fills out this activity.)*

*Parent signature* _____

---

Special Speech Activity: 120

*(Clinician fills out this activity.)*

*Parent signature* _____

Date _____

Dear Parents:

Your child is coming to speech-language services for ___ minutes a week. But since _____ talks many times each day, this should not be the only speech help that is received. Ideally, speech should be worked on both in the classroom and at home.

Too often, the only time a child listens for, or thinks about, correct speech is in speech class. It is necessary, though, for the child to practice listening and speaking in all situations so that the new speech responses will become a part of everyday speech.

To enable you to help your child, specific speech assignments will be sent home to be completed by the child in your presence. When each one is finished, the speech activity slip should be *signed by you* (or another capable listener) and returned promptly to me. Each activity will be geared to the level at which your child is working so that success can be experienced.

Each assignment will take only a *few minutes* and should be *enjoyable* for both you and your child. Be sure to praise the child for every effort.

If the child has trouble with a speech task, make a note of this on the slip to be returned.

Your support is much needed and appreciated.

Sincerely,

_____ _____

Speech-Language Pathologist

## RHA ACCOMPLISHMENT CHART

Child's name _____

Date program begun _____

Date program completed _____

Clinician's name _____

Target sound(s) _____

*Clinician: Place an X in the corresponding box when an **RHA** activity has been completed and the signed slip returned to you.*

**Non-readers / Younger Students**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 |
| 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| 64 | 65 | 66 | 67 | 68 | | | | |

**Readers / Older Students**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 |
| 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 |
| 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 |
| 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 |
| 105 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 |
| 114 | 115 | 116 | 117 | 118 | 119 | 120 | | |

SUPPLEMENTAL ACCOMPLISHMENTS

Contracts written and signed:

Date _____ Date _____

Comments _____

_____

Reward pages given:

Date _____ Date _____

Comments _____

_____

Teacher's evaluation sheets given:

Date _____ Date _____

Comments _____

_____

Other: _____

Date _____ Date _____

Comments _____

_____

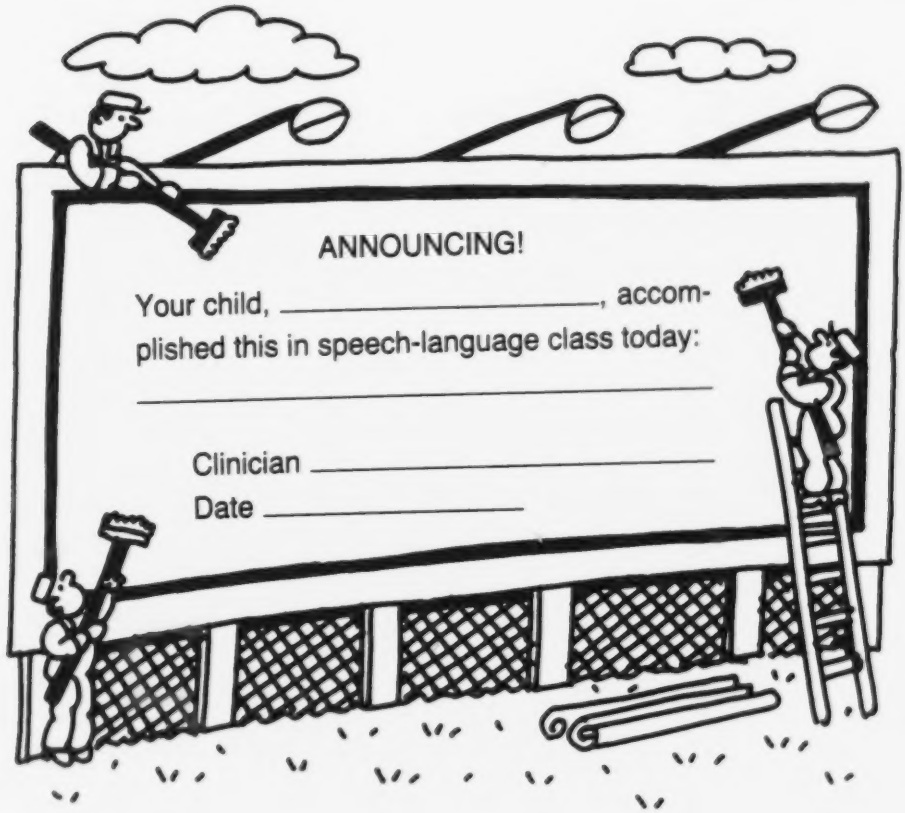
*I'm happy as happy can be*
*because your child did well in*
*speech, as you can see.*

*Work Accomplished:*

Your child, _____, did
a "purr"-fect job in speech-
language class today.

Clinician _____

Date _____



ANNOUNCING!

Your child, _____, accomplished this in speech-language class today:

_____

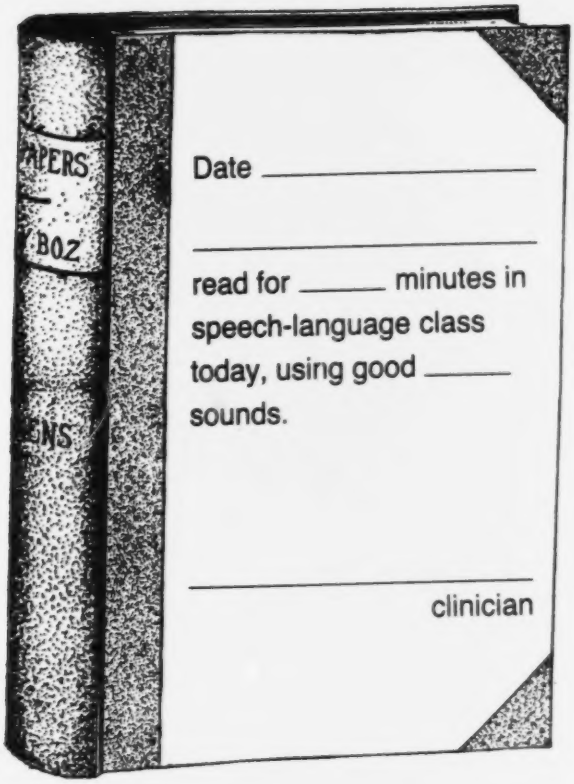
Clinician _____

Date _____

I'm very pleased to report _____ really tried to use correct _____ sounds in speech-language class today.

Clinician _____

Date _____




Date _____

_____

read for _____ minutes in speech-language class today, using good _____ sounds.

_____

clinician

This program is A-O.K.!

_____ talked for _____ minutes in in speech-language class and used correct _____ sounds.

Clinician _____

Date _____

I am proud to say that my child,
_____, remembered
to use some correct _____ sounds at home
without being reminded.

_____ (parent)

# Announcing

I am signing this because _____
used correct _____ sounds when talking to
me today.

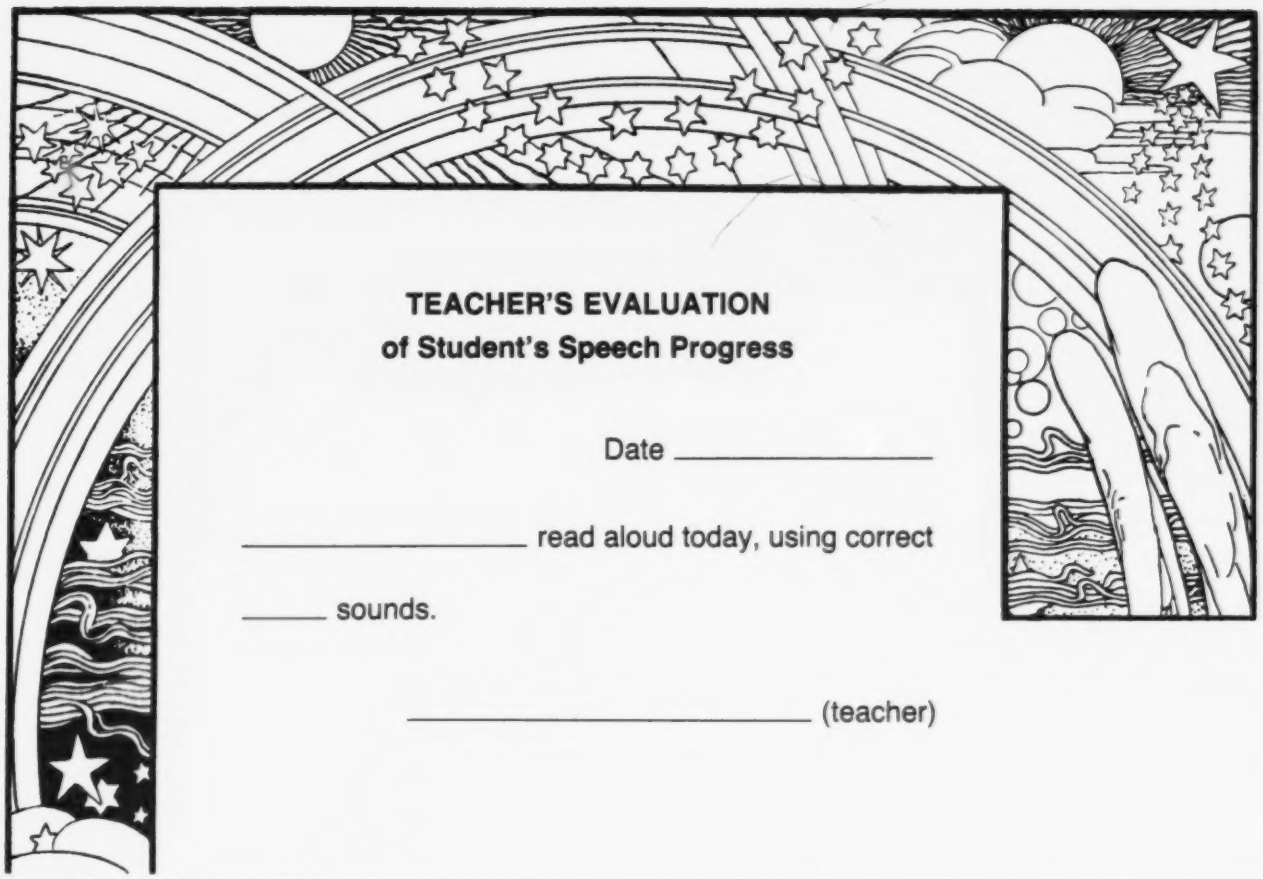
_____ (parent)

I am pleased to announce that my child really tried to use correct _____ sounds at home this week.

_____ (parent)

I heard my child use correct _____ sounds when reading out loud at home.

_____ (parent)



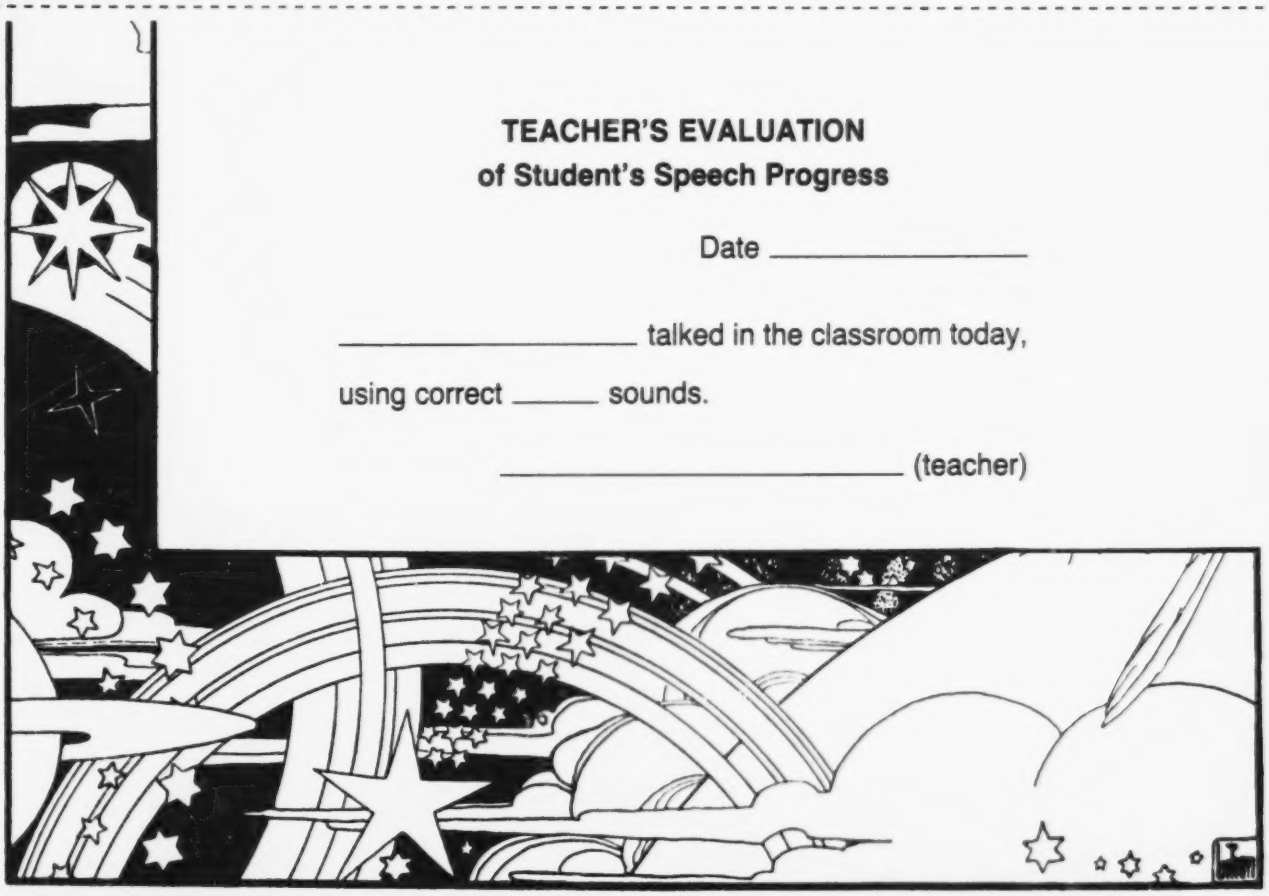
**TEACHER'S EVALUATION**
**of Student's Speech Progress**

Date _____

_____ read aloud today, using correct

_____ sounds.

_____ (teacher)



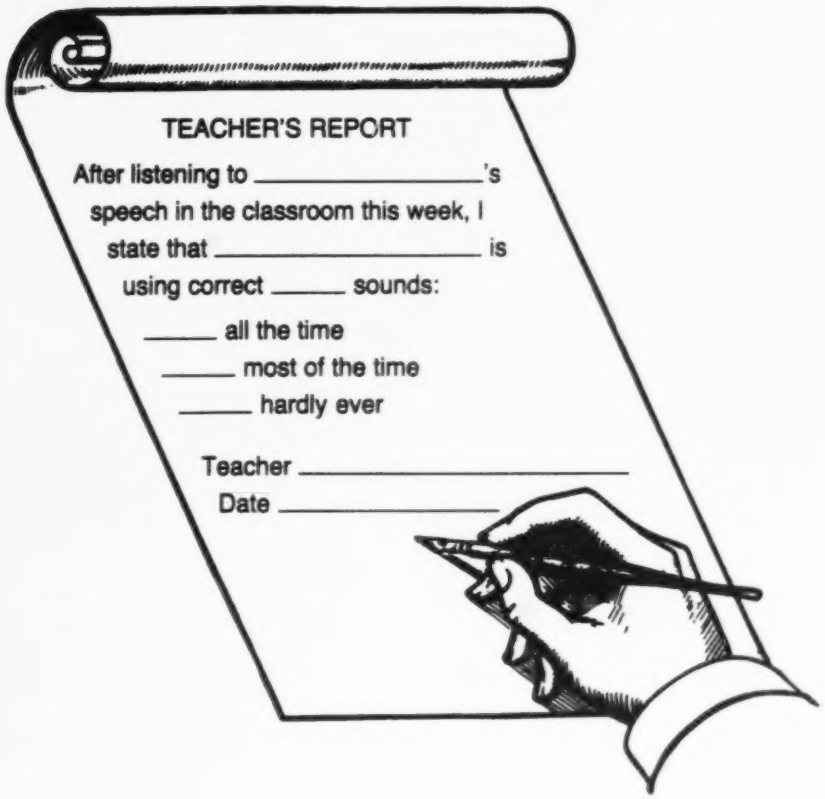
**TEACHER'S EVALUATION**
**of Student's Speech Progress**

Date _____

_____ talked in the classroom today,

using correct _____ sounds.

_____ (teacher)


TEACHER'S REPORT
After listening to _____'s
speech in the classroom this week, I
state that _____ is
using correct _____ sounds:
_____ all the time
_____ most of the time
_____ hardly ever
Teacher _____
Date _____

PARENT'S REPORT
After listening to _____'s
speech at home this week, I state that
_____ is using
_____ correct _____ sounds:
___ all the time
___ most of the time
___ hardly ever
Parent _____
Date _____

## SPEECH CONTRACT

I, _____, promise to

complete _____ assignments by this date: _____.
(number)

_____ (child)

_____ (clinician)

## SPEECH CONTRACT

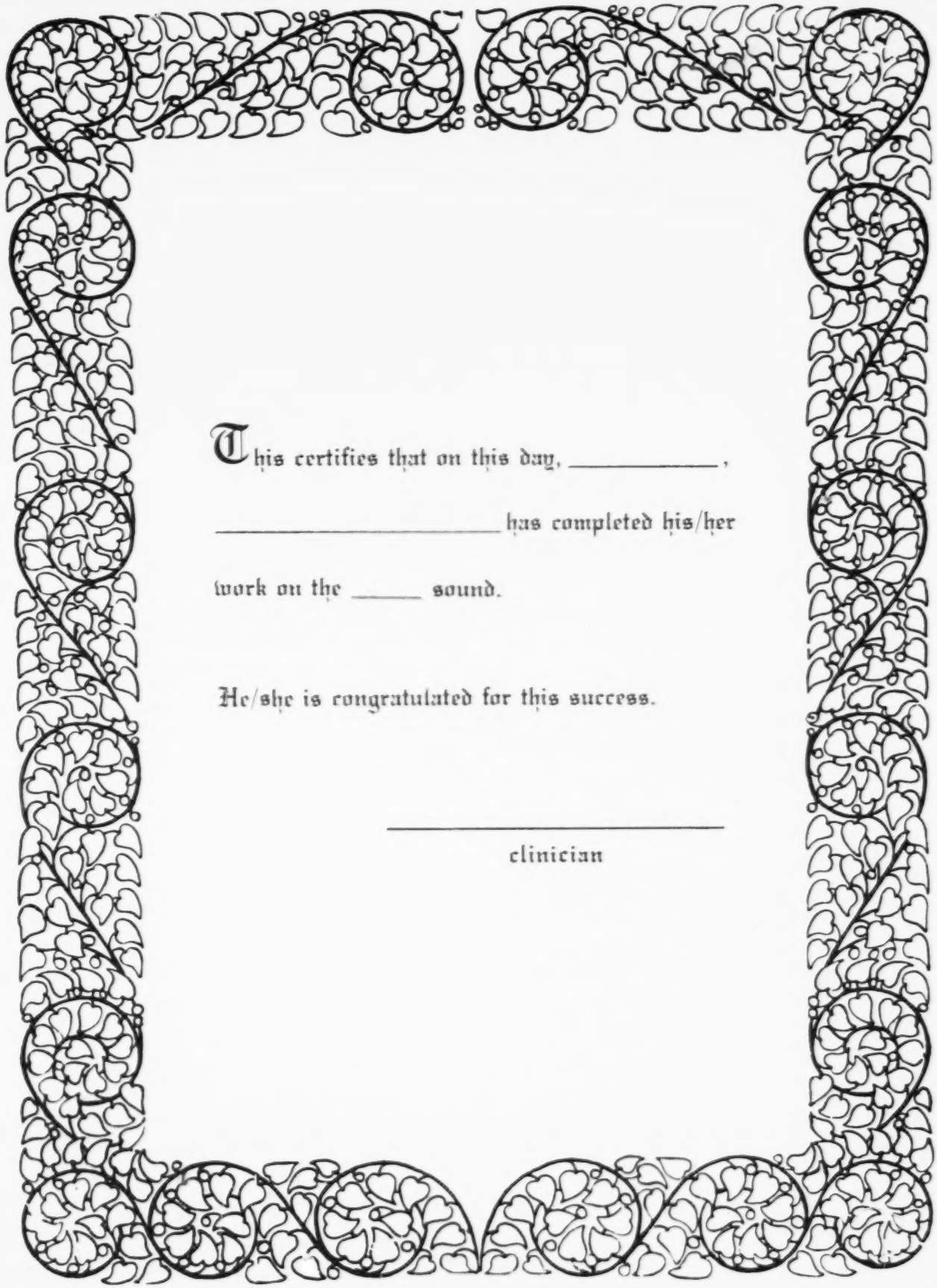
I, _____, promise to be

using the _____ sound in _____
(isolation, words, sentences)

by this date: _____.

_____ (child)

_____ (clinician)



This certifies that on this day, _____,

_____ has completed his/her

work on the _____ sound.

He/she is congratulated for this success.

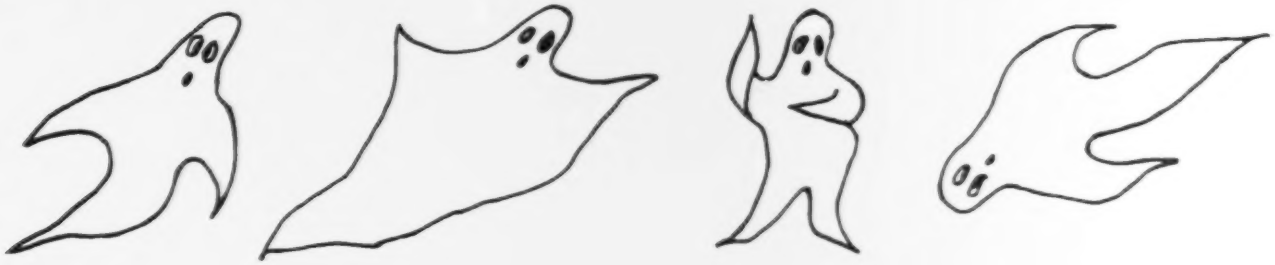
_____

clinician

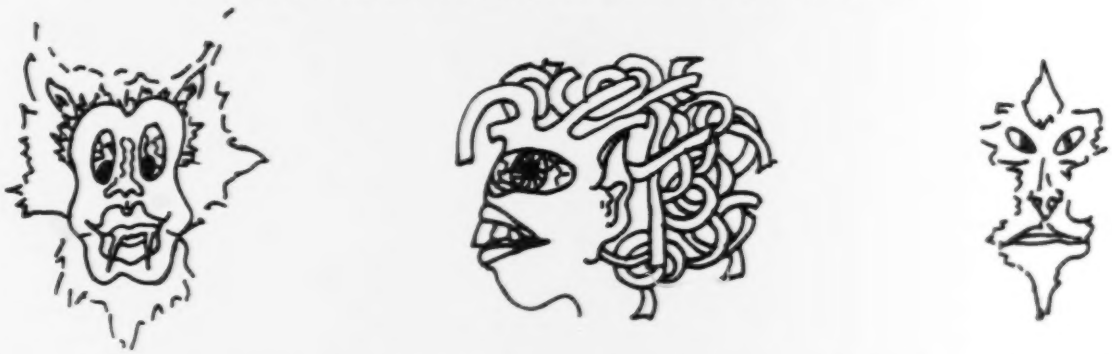
## BULLETIN BOARD SUGGESTIONS

*(Place **RHA** slips below these characters on the bulletin board.)*

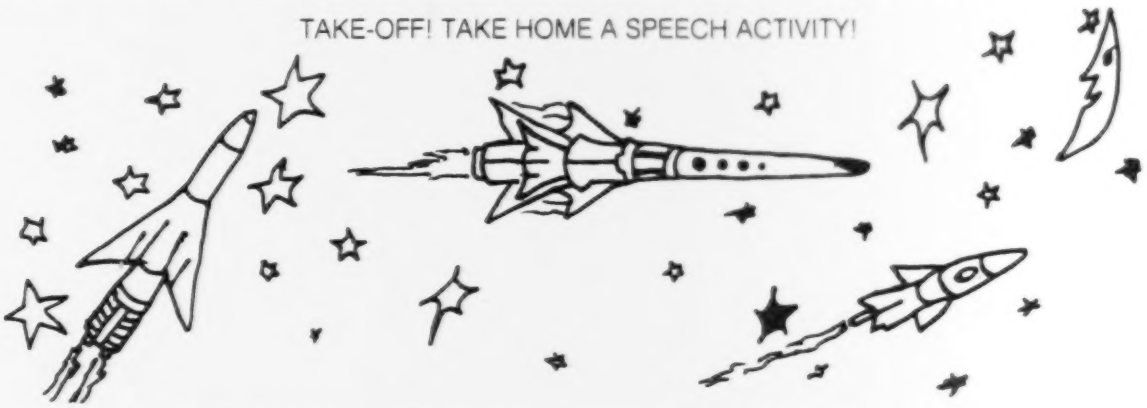
WHOOOOOO CAN COMPLETE ALL THESE SPEECH ASSIGNMENTS?



THESE SPEECH ASSIGNMENTS AREN'T REALLY MONSTERS!



TAKE-OFF! TAKE HOME A SPEECH ACTIVITY!



THIS MOONMAN HAS A SECRET SPEECH ASSIGNMENT FOR YOU!